DOCUMENT RESUME

ED 064 453 UD 012 804

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TITLE Compensation and Equalization in Education: Selected Annotated References in Periodical Literature, 1968-1971.
INSTITUTION Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE 11 Feb 72
NOTE 61p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Community Control; *Compensatory Education; Compensatory Education Programs; Cultural Disadvantagement; *Culturally Disadvantaged; Economically Disadvantaged; Educational Finance; Educationally Disadvantaged; *Equal Education; Ethnic Groups; Genetics; Intelligence; Minority Groups; Preschool Programs; School Integration

ABSTRACT

This annotated bibliography encompasses selected citations in the journal literature published between 1968 and 1971. The listing is alphabetical by author or corporate author and comprises such issues as busing, inequality of education, textbook treatment of black Americans, "Jensenism," compensatory education programs, school finance, community control of schools, preschool programs for the disadvantaged, intelligence testing, school integration, academic achievement and self concept, television and the preschool child, teacher education for urban schools, and the like. (RJ)

ED 064453

LB 15 U.S. A 72-47 ED

COMPENSATION AND EQUALIZATION
IN EDUCATION
SELECTED ANNOTATED REFERENCES IN
PERIODICAL LITERATURE 1968-1971

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COMPENSATION AND EQUALIZATION IN EDUCATION

Selected Annotated References in
Periodical Literature 1968-1971

ABC's of busing furor. U.S. news and world report, v. 71, November 15, 1971: 82-85.

Answers to various basic questions on the nature and origins of transporting pupils to desegregate schools are given by a staff member of the magazine.

Adkins, Arthur. Inequities between suburban and urban schools. Education digest, v. 34, February 1969: 50-51.

The author believes that most differences between suburban and urban communities are in favor of the suburban schools. "Some current measures ostensibly intended to bring about greater equality of educational opportunities may in fact perpetuate some of the inequalities." The author mentions the allocation of federal funds, school taxation, and apportionment of state funds as examples of actions resolving in inequal treatment.

Allen, Van S. An analysis of textbooks relative to the treatment of black Americans. Journal of Negro education, v. 40, Spring 1971: 140-145.

A study is described, which was conducted by a chapter of the Omega Psi Phi Fraternity, examining the state approved course and supplementary textbooks of the Greensboro, North Carolina, Public School System. The study considered: the number of pictures of black people contained in the selected texts, roles in which black people were portrayed, treatment of the black man, and the identification of those texts which encouraged equality and a democratic way of life.

American minority groups and contemporary education. Journal of Negro education, v. 38, Summer 1969: whole issue.

This issue, devoted to the education of minorities, is divided into four sections. These cover background issues, studies of selected minorities, programs for meeting the needs of minorities, and a summary and education section.

Anastasious, Nicholas. Educational relevance and Jensen's conclusions. Phi Delta Kappan, v. 51, September 1969: 32-35.

Discussion of two widely quoted conclusions of Arthur Jensen: "that genetic factors are strongly implicated in the average Negro-white intelligence difference; and that compensatory education has been tried and it apparently has failed."

Arons, Stephen. The joker in private school aid. Saturday review, v. 54, January 16, 1971: 45-47, 56.

The author is critical of the amounts of aid given by States to private schools for he feels few existing alternatives to public education can survive except those for the wealthy, who help support them; the poor must attend the public schools and further segregation results. The voucher plan is also discussed and the effects it would have on the education of children of the poor and working classes is outlined.

Askin, Frank. The case for compensatory treatment. Rutgers law review, v. 24, Fall 1969: 65-79.

Discusses the role of the Constitution in "equality of races" concept as applied in education.

Association for Childhood Education International. Nutrition and intellectual growth in children. Washington, Association for Childhood International, 1969. 63 p.

A selection of essays by professionals in the fields of education and science on hunger, nutrition, and medical care and their effects on intellect, growth, and behavior of children throughout the world.

Ballesteras, David. Toward an advantaged society: bilingual education in the 70's. National elementary principal, v. 50, November 1970: 25-28.

The author gives five positive purposes for bilingual education in the schools and a description of federal aid available under the Bilingual Education provisions of ESEA.

Baptiste, Hansom Prentice, jr. A black educator's view: the pseudosacrosanct role of intelligence in education. Notre Dame journal of education, v. 1, Summer 1970: 122-127.

The author believes that the role of intelligence in education, where the black child is concerned, has been distorted and that significant components for effective education are being inadequately explored. Examples of language, communication, and cultural divergence are given.

Baren, David. Do you dare... Negro literature and the disadvantaged student. Phi Delta Kappan, v. 50, May 1969: 520-524.

The value of introducing good literature, whether by Negro, Indian or Caucasian writers, to disadvantaged students in school is discussed.

Bayer, Alan E., and Robert F. Boruch. Black and white freshmen entering four-year colleges. Educational record, v. 50, Fall 1969: 371-386.

Authors have compiled a profile of characteristics of black and white students and compare data for black students in both predominately black and white four-year colleges.

Bayer, William H., and Paul Walsh. Are children born unequal? Saturday review, v. 51, October 19, 1968: 61-63, 77-79.

In American education today, people are assumed to be innately inequal in intellectual capacity and schools are urged to develop individual capacities, according to the authors. They conclude that the capacity to become intelligent does have a genetic basis but the environment should be used to a fuller extent to develop abilities of people.

Beckler, John. Title I assessed: how important is money? School management, v. 14, November 1970: 4 and 6.

The author discusses the first evaluation of Title I and summarizes its conclusions. He describes what could have been the primary objective of ESEA and discusses it in political rather than educational terms.

Bensfield, James A. School financing and the Fourteenth Amendment. Inequality in education, no. 1, October 10, 1969: 1-6.

The author outlines the reasoning behind many arguments over equality of educational opportunity and the schemes by which States finance their schools, that support of schools by local property taxes "is to deny equality of educational opportunity to children living in poor districts." This, the author claims, is in violation of the equal protection clause of the Fourteenth Amendment.

Berger, Leslie. University programs for urban black and Puerto Rican youth. Educational record, v. 49, Fall 1968: 382-388.

Mainly a description of the SEEK program of the City University of New York as a guide for development of other programs with the goal of improving education of the disadvantaged.

Berke, Joel S. The current crisis in school finance: inadequacy and inequity. Phi Delta Kappan, v. 55, September 1971: 2-7.

The author believes: "In virtually every state in the union, systems of finance do not allocate resources in proportion to need, and they frequently provide the least money to schools which face society's most costly and challenging educational tasks. In short we face a double-edged dilemma: first, a failure to raise adequate revenues through equitable means and, second, an inability to allocate revenues in an effective and equitable manner."

Berube, Maurice R. Community control: key to educational achievement. Social policy, v. 1, July/August 1970: 42-45.

Author believes that "by strengthening pupils' feelings of self-worth and power over their own lives, community control should lead to greater motivation and, hence, improved learning."

Biber, Barbara. Goals and methods in a preschool program for disadvantaged children. Children, v. 17, January-February 1970: 15-20.

The author describes some of the methods employed at the Early Childhood Center of the Bank Street College of Education in their work with children and their parents. Behind the Center's work, the author says, is the belief that programs for disadvantaged children should be geared to the same developmental goals set for all children, although the methods for reaching these goals must be adapted to the children's developmental deficits.

Bissell, Joan S. Implementation of planned variation in Head Start. Review and summary of the Stanford Research Institute interim report: First year of evaluation. Prepared for the Office of Child Development, U.S. Department of Health, Education, and Welfare. April 1971. 44 p.

The report summarizes the history of Head Start and its impact and discusses the planned variation models. In conclusion, the author reports that "Head Start Planned Variation as a study is contributing substantially to our understanding of early childhood education programs..." and is contributing to the better dissemination of well formulated approaches to compensatory education.

Black, Jonathan. One step off the sidewalk. Saturday review, v. 52, November 15, 1969: 88-89, 100-101.

The author discusses the street academy, a school for high school dropouts, and describes several which exist in New York City. The history of the street academy idea is discussed as well as the problems involved.

Bloomfield, Neil J. Equality of educational opportunity: judicial supervision of public education. Southern California law review, v. 43, 1970: 275-306.

The article states that it is time for a re-evaluation of the landmark decision in school desegregation, Brown v. Board of Education. The author suggests further investigation should be made into "the possibility of a more flexible standard consistent with the neighborhood school concept when dealing with the problem of 'de facto' segregation on the local level."

Bodmer, Walter F., and Luigi Luca Cavalli-Sforza. Intelligence and race. Scientific American, v. 223, October 1970: 19-29.

Authors, geneticists, review evidence existing on subject of IQ and race and suggest that question cannot be answered in present circumstances.

Brademas, John. The Teacher Corps. Remarks in the House. Congressional record, v. 116, June 11, 1970: H5474-5479.

A discussion of the history and purposes of the Teacher Corps, and the author describes four areas in which he believes the Corps demonstrated its effectiveness: accelerating educational reform, a sound new approach to Federal assistance, dissemination of new ideas, and the appeal to young Americans to commit themselves to serving educationally disadvantaged children.

Buder, Leonard. Greater parents' role is seen under decentralized schools. New York times, October 18, 1969.

Dr. Nathan Brown, acting superintendent of New York City Schools, has said that increased parent involvement in the decentralized city school system should result in greater educational achievement by pupils. "Our school system must respond to middle class needs while trying to reduce, and hopefully eliminate, the educational disparity with the poor."

Burger, Henry G. The Furnivall effect (ethnic disinvolvement) versus compensatory education. Urban education, v. 5, October 1970: 238-252.

The author argues that education specifically enriched against "cultural disadvantage" will not eliminate ethnicity.

Burnes, Donald W. Community controlled schools: politics and education. Civil rights digest, v. 2, Fall 1969: 36-41.

Discusses existing opportunities in most suburban communities for parents to wield power on educational decision-making processes, and compares this to each of such opportunities in ghetto communities. Describes community control of schools by blacks in black communities as a complex political as well as educational issue and outlines the principles involved in a community-controlled school system.

Bushnell, Don D. Black arts for black youths. Saturday review, v. 53 July 18, 1970: 43-46, 60.

The author believes that "the dominance of white cultural norms over the curriculum of most urban schools jeopardizes self-identification, confidence, imagination, motivation, sensation, and even the health and emotional equilibrium of the minority student." A description of a variety of small community arts projects is included and a discussion of the ways in which Federal money for the arts in education has been spent, is given.

----- The educational advantages of the poor. Audiovisual instruction, v. 13, January 1968: 24-27.

The author discusses the general advantages of the culture and style of the poor and included in these is the fact that studies have demonstrated the "sharp distinction between children who rate high verbally and those more adept at visual imagery and spatial skills." The deprived child may be more open to learning through visual and manipulative stimuli than the average middle class pupil.

Buskin, Martin. Putting the screws to inservice training. School management, v. 14, September 1970: 22-24.

"Millions are spent training teachers of the disadvantaged. But there is little evidence to show that the investment has paid off. Some hard answers are due."

Calhoun, Lillian S. Chicago's Ben Bloom: all can learn. Integrated education, v. 7, May-June 1969: 16-20.

Discussion of concept proposed by Dr. Ben Bloom of the University of Chicago dealing with "learning for mastery," and based on specific research findings. Dr. Bloom believes that ways can be found to teach anything and practically all can learn, up to 90% or 95%.

Can Negroes learn the way whites do? U.S. news world report, v. 67, March 10, 1969: 48-51.

The main points of Dr. Jensen's article "How Much Can We Boost IQ and Scholastic Achievement?" are outlined and the reactions of other prominent authorities to his conclusions are given.

Career counseling and placement needs of black students at integrated colleges. Bethlehem, Pa., College Placement Services, inc., 1970. 43 p.

Report of a conference to help college administrators provide for effective counseling and placement for minority group students.

Carithers, Martha W. School desegregation and racial cleavage, 1954-1970: a review of the literature. Journal of social issues, v. 26, Autumn 1970: 25-47.

"This paper reviews the empirical studies appearing since that decision [1954] which deal with school desegregation and racial cleavage. It focuses upon the patterns and the consequences of interracial association under different conditions of school segregation."

Carlson, Elliot. Scoring the tests: measurements of IQ draw mounting fire from minority groups. Wall Street journal, June 12, 1969.

Some argument over IQ tests has requlted due to conclusions of Arthur Jensen, mainly based on results of such tests. Blacks claim the questions are keyed to the middle class, and some schools have limited their use of the tests.

Carter, Thomas P. Mexican Americans: how the schools have failed them. College board review, no. 75, Spring 1970: 5-11.

The author contends that school and society have served to keep the Mexican-American in a subordinate position socially and academically. The school, Mr. Carter believes, educated the Mexican-American for an agricultural economy and failed to raise group social status. The author recommends "imaginative institutional self-study" for the schools and eventual reform in order to offer better education for the Mexican American.

Caughey, John, and La Ree. Decentralization of the Los Angeles schools, front for segregation. Integrated education, v. 7, September/October, 1969: 48-51.

"In a school district such as Los Angeles, where segregation is deep-seated and exacerbated decentralization is a front for perpetuating and intensifying this blight. If the decentralization *is only partial, it still intensifies neighborhood possessiveness*, discourages transferring of pupils in or out, and builds a barrier against integration. If the decentralization is total, giving the neighborhood parents and taxpayers full control of the new school district, the barrier becomes an almost unscalable wall."

Cawley, John F., Will H. Burrow, and Henry A. Goodstein. Performance of Head Start and non-Head Start participants at first grade. Journal of Negro education, v. 39, Spring 1970: 124-131.

A review of the research on preschool programs and disadvantaged children introduces the major theme of this article. The authors continue to describe a study which compared Head Start and other children at kindergarten and first grade. The authors conclude: "A review of the data reported herein indicates that differences between Head Start and non-Head Start children are infrequent and the few that do occur are probably attributable to chance. The general curriculum approach to Head Start, without planned follow-through, does not appear to yield significant developmental difference between participants and non-participants."

Cohen, David K. Defining racial equality in education. U.C.L.A. law review, v. 16, 1969: 255-279.

The author explains that "three major criteria of equality seem to compete as policy alternatives: equal resource allocation, desegregation, and equality of educational outcome." Confusion seems to arise, he believes, from disagreement over the meaning of equality and what the implementation and governmental consequences of each standard could actually achieve.

----- The price of community control. Commentary, v. 48, July, 1969: 23-32.

Discusses school integration and the failures of compensatory education programs to result in improved achievement among black pupils.

----- Public schools: the next decade. Dissent, v. 18, April 1971: 161-170.

Article discusses idea prevelant in the past that education was the "chief antidote to poverty and the principal means for assimilating ethnic and racial minorities." Today, the author feels this idea may not be true and cites the Coleman Report. He also mentions that today, debate is not over pace of desegregation but the value of strict desegregation.

Cohen, S. Alan. Local control and the cultural deprivation fallacy. Phi Delta Kappan, v. 50, January 1969: 255-259.

Author supports position "that local control by parents deeply concerned about 'the educational, intellectual, and emotional destruction of their children in the white man's school' is more likely to effect improvements in curriculum and pedagogy than is the present system, 'controlled by absentee landlords in the Board of Education'."

Cohen, Stewart. The ghetto dropout: analysis and partial solution. Clearinghouse, v. 44, October 1969: 118-122.

Author describes the economic and racial imbalance in the composition of the dropout population and suggests creative teaching and a stressed importance of educational success as partial solutions.

Coleman, James S., and Nancy L. Karweit. Measures of school performance. Santa Monica, Rand Corp., July 1970: 37 p.

This study is an "inquiry into the relationships between the inputs to a school system - students, teachers, equipment, and facilities -- and its output, as measured by the performance of students on standardized achievement tests."

Coleman, Janet. Remedial electronics. New York, v. 4, October 25, 1971: 84-89.

The author discusses the sequel to "Sesame Street" called "The Electric Company." This, she says, is a program for children from seven to ten who have begun to have trouble reading. The author gives some background information on Mr. Paul Dooley, head writer of the program, and describes what he believes the goals of the show ought to be.

Combs, Eloyce F. Florida's early childhood learning program for migrant children. Young children, v. 26, August 1971: 359-363.

The author describes a multi-dimensional program in Florida designed to provide day care, health services, and compensatory educational opportunities for the migrant child.

Community relations. School management, v. 12, September 1968: 36-38 and 41-44.

Examples are given of teachers and school administrators who go into the community to discover more about students and their lives, outside of school, in order to better serve them.

Conte, Joseph M., and George H. Grimes. Media and the culturally different learner. Washington, National Education Association, 1969. 47 p.

This pamphlet discusses the learning characteristics of the children of the culturally different, with a description and reasons for these learning characteristics, and some tentative media-related solutions to the needs of the culturally different learner. It also outlines various media and methods of instruction for the education of the culturally different.

'Contracting' fails to achieve big gains. Education, U.S.A. newsletter, December 20, 1971: 91.

One of the conclusions of a 16-month study conducted by the Rand Corp. for HEW is that "performance contracting does not produce 'dramatic gains' in learning, but it is effective in introducing 'radical changes' into schools." This article comments on the findings of the study and discusses the advantages and disadvantages of performance contracting in education.

Coons, John E., Stephen D. Sugarman, and William H. Clune III. Reslicing the school pie. Teachers college record, v. 72, May 1971: 485-493.

The authors make the case that "the critical need in school finance is not simply for more money. The fundamental evil of the present system is reliance upon local property taxation of unevenly distributed property wealth."

Cooper, Charles R. An educator looks at busing. National elementary principal, v. 50, April 1971: 26-31.

The author gives his own opinion on the busing issue and discusses various examples of the abuse of busing as a means of desegregation. He stresses the benefits to all students of an integregated classroom and describes several successful integregation plans.

----- Four key issues in the 1969-70 school integration crisis. NASSP bulletin, v. 54, November 1970: 40-57.

The author offers analysis and opinion on current integration problems and discusses various aspects of the attempt to integrate schools.

Costello, Joan, and Eleanor Binstock. Review and summary of a national survey of the parent-child center program. Prepared for the Office of Child Development, U.S. Department of Health, Education, and Welfare, August 1970. 47 p.

This is a summary of a study done of the first year of operation for 36 Parent and Child Centers and includes a history of the Parent and Child Center Program, a description of the various programs, a discussion of the impact of the program on children, families and communities and a concluding section on lessons from the first year.

Crain, Robert L. School integration and the academic achievement of Negroes. Sociology of education, v. 44, Winter 1971: 1-26.

This study discusses the effects of integration on the academic performance of Negroes and finds that "Negro educational achievement on tests shows improvement when schools are integrated, but that other, more long-range effects, are more important."

Criscuolo, Nicholas P. Six successful reading programs for inner-city schools. Childhood education, v. 47, April 1971: 371-372.

The author describes six reading programs of the New Haven public school system which have been successful in raising the reading achievement levels of inner-city children.

Crooks, Roland C. The effects of an interracial preschool program upon racial preference, knowledge of racial differences, and racial identification. Journal of social issues, v. 26, Autumn 1970: 137-144.

In a study by the author, racial preference, knowledge of racial differences, and racial identification of lower-class urban preschool children, both Negro and white, were examined. In addition, an attempt was made to determine the effect of an enriched preschool program upon these three response measures.

Crumpton, E. Carlene. Share-20: group work treatment. Educational leadership, v. 28, October 1970: 75-81.

Author describes Share-20, a group work treatment project aimed at improving the academic level of the child who is underachieving in school. The Project stresses the group concept for youngsters to experience support, identity, and all the processes of membership in a society.

Cuban, Larry. Cardozo project in urban teaching. Education, v. 88, February/March, 1968: 216-220.

"Now that the urban poor have been discovered, 'experimentation' and 'innovation' have become the catchwords of urban education. Projects abound and experiments multiply, yet visible change in the operation and quality of inner-city schools remains imperceptible. And that lack of visible change will continue, we believe unless we improve the training of the classroom teacher - the real agent of education change."

Daniel, Walter G. Education for Negroes in 1970. Journal of Negro education, v. 39, Winter 1970: 1-3.

The author presents the areas which he believes are of paramount importance in the education of Negroes. These include counseling, education for employment, the curriculum, and desegregation and integration.

Davis, Allison. The educability of the children of the poor. Phi Delta Kappan, v. 50, October 1968: 128-130.

"Strongest evidence of the educability potential of the masses of Negro children from low-status families has been afforded by the studies of the significant increase in IQ of southern Negro children with each year of residence in northern cities."

Day, David E., and Louise Y. George. Effecting change in inner city schools: some reflections. Journal of Negro education, v. 39, Winter 1970: 4-13.

Description of a large inner-city education improvement project which has taken into account three factors which the authors believe to be of value: teaching behavior or style, curriculum, and teacher participation in decisions about curriculum and school organization.

Denmark, Florence L. The effect of integration on academic achievement and self-concept. Integrated education, v. 8, May-June 1970: 34-41.

The author discusses a study to predict the academic and social effects of integration for previously segregated children.

Discussion: how much can we boost IQ and scholastic achievement? Harvard educational review, v. 39, Spring 1969: 273-356.

The editors of the Review solicited varying discussions in response to Dr. Jensen's article on the topic. Six psychologists and a geneticist offer their opinions on the subject.

Douglas, Leonard. The community school philosophy and the inner-city school: a challenge for citizens and educators. Urban education, v. 5, January 1971: 328-335.

The author discusses the major problems of inner-city education, the community school philosophy, and methods by which to work toward integrated education.

Dove, Adrian. Soul story. New York times magazine. December 8, 1968. p. 82-96.

Author discusses "culture-free" tests and employment of black applicants.

Downing, Gertrude L. A student-teacher laboratory prepares a school for de facto desegregation. Clearinghouse, v. 45, September 1970: 37-40.

This report "describes a unique kind of in-service program in which white middle-class teachers learned to find success and satisfaction in working with racially different students 'transplanted' from the ghettos."

Doyle, Walter. Open sesame: television and the preschool child. Notre Dame journal of education, v. 1, Spring 1970: 69-76.

A description of the development of the program "Sesame Street" with comments on its success and problems.

Durham, Joseph T. Who needs it? Compensatory education. Clearinghouse, v. 44, September 1969: 18-22.

The author outlines the growth of compensatory education, and its nature and theory are examined.

Durrett, Mary Ellen, and Achsah J. Davy. Racial awareness in young Mexican-American, Negro, and Anglo children. Young children, v. 26, October 1970: 16-24.

In this article, the "difference in racial awareness and attitudes among Mexican-American, Negro and Anglo children, and the changes within the last decade in racial awareness and attitudes of Negro and Anglo children on the basis of their racial identification and racial preference were investigated."

Edington, Everett D. Disadvantaged rural youth. Review of educational research, v. 40, February 1970: 69-85.

The author discusses various characteristics which tend to cause the student in rural areas to become disadvantaged. Among the aspects he mentions are socioeconomic status, aspirations of the students, their attitudes, educational achievement and retention, and cultural and social status.

Edwards, Joseph, and Carolyn Stern. A comparison of three intervention programs with disadvantaged preschool children. Journal of special education, v. 4, Spring-Summer 1970: 205-214.

The authors contend that language deficiency among disadvantaged children is the most important single element in their difficulty to master skills and concepts. The authors describe various studies which have been done to determine whether preschool intervention programs among three and four-year olds actually make a difference in these children's later school performance.

Edwards, T. Bentley. The Oakland cottage school. Integrated education, v. 8, January-February 1970: 34-40.

The author describes a new preschool in Oakland, California, that brings those preparing to teach into intimate daily contact with three and four-year old children from families on welfare. The result, according to the author, is that the children increase their ability to speak and the future teachers increase their understanding of children.

Effrat, Andrew, Roy E. Feldman, and Harvey M. Sapolsky. Inducing poor children to learn. The public interest, no. 15, Spring 1969: 106-112.

Authors discuss the theories presented by James Coleman and their own theory of student motivation which would be an incentive system based on the values of the lower income subculture group.

Egerton, John. Almost all-white. Southern education report, v. 4, May 1969: 1-17.

Discussion and description of survey conducted by Southern Education Reporting Service and the National Association of State Universities and Land-Grant Colleges on racial enrollments. One of the basic objectives of the survey was to measure the extent to which predominately white state universities have assumed responsibility of educating Black Americans.

——— The black public colleges: integration and disintegration. Nashville, Race relations information center, June 1971. 31 p.

Author discusses the prevailing problems which integration, merger, and abolition have wrought upon the black colleges. Case studies of Tennessee State University and Florida A&M University are also included.

Egerton, John. A chance to learn how it is in 'Siberia.' Southern education report, v. 4, October 1968: 28-33.

Description of program in Kansas City which puts prospective teachers through four months of field experience in the inner city school system.

----- Title IV of the 1964 Civil Rights Act: a program in search of a policy. Nashville, Race relations information center, March 1970. 35 p.

The author discusses the different approaches taken by Titles IV and VI in the area of desegregating schools, and specifically the history and implementation of Title IV - a program to provide assistance to school systems while desegregating public schools.

Elder, Glen H., jr. Socialization and ascent in a racial minority. Youth and society, v. 2, September 1970: 74-110.

Author describes the effects of deprivation and frustration among minority children and the sources for these feelings in a multiracial, industrial society.

Epps, Edgar G. Interpersonal relations and motivation: implications for teachers of disadvantaged children. Journal of Negro education, v. 39, Winter 1970: 14-25.

Author discusses teachers' relationship with students and students' motivation. Motivation is said to be influenced by students' self-concept of ability, self-esteem, family social status, sense of personal adequacy. Implications for educators are also discussed.

Epps, Edgar G., ed. Motivation and academic achievement of Negro Americans. Journal of social issues, v. 25, Summer 1969: Whole issue.

Various aspects of motivation of disadvantaged youth are discussed, including the effects of desegregation on motivation and achievement.

Erickson, Donald A., and Henrietta Schwartz. What Rough Rock demonstrates. Integrated education, v. 8, March-April 1970: 21-34.

The Rough Rock Demonstration School in Arizona is described and the authors conclude that "beneficial community control is difficult to accomplish...". The goals of the school, to achieve community control of a school by a disadvantaged minority and to make the school more effective, are discussed and weighed.

Falik, Louis H., and Sandra Wexler. The tutorial program: What kind of answer to the problem of academic deficiency in the urban minority-group community? Urban education, v. 5, January 1971: 357-377.

This article evaluates the "Bridging-The-Gap Program" of Booker T. Washington Community Center in San Francisco, and attempts to "isolate some of the common problems and their effects upon the participants." The conclusion of the study finds several weaknesses in the program, which are discussed by the authors.

Fantini, Mario D. Alternatives for urban school reform. A Ford Foundation reprint from the Harvard Educational review, v. 38, Winter, 1968. 19 p.

Author discusses five alternatives for "halting the spiral of public education's failure." Among various approaches to the problems of urban education are compensatory education, desegregation, model subsystems, parallel systems, and total system reform.

----- Urban school reform: educational agenda for tomorrow's America. Current history, v. 59, November 1970: 267-305.

The various patterns for urban school improvement during the 1960's are described and the author suggests that a new set of guiding assumptions must be developed for the 1970's and beyond: shifting the problem from the learner to the institution; money to be used in new ways, not to continue life of an outdated system; and the parents, teachers, and students taking an increasing interest in educational decision-making.

Featherstone, Joseph. Anti-city, a crisis of authority: the problem is more than the schools. New republic, v. 161, August 30, 1969: 20-23.

Discusses pros and cons of community control. Author says, "less bureaucracy will be an improvement, as will more parent participation and local accountability, but there is no evidence that any of these reforms will necessarily improve children's learning."

Featherstone, Joseph. Teaching writing. New republic, v. 163, July 11, 1970: 11-14.

A project of placing professional writers in classrooms to work with children and teachers on a regular basis is discussed and examples of what effect this program has had are described.

Fein, Leonard J. The limits of liberalism. Saturday review, v. 53, June 20, 1970: 83-85, 95-96.

Discusses community control of schools in the light of political affiliations. Educational reformers and civil rights advocates find themselves divided over this issue: the liberal ideology being committed to the theory that parochial, ethnic, and community differences must be absorbed or eliminated to create a harmonious system.

Fernandez, Alfred P. The educational park: a second look. Journal of secondary education, v. 45, May 1970: 223-229.

The planned and implemented educational park concept of various American cities is described and the author concludes that there are advantages to be gained from this new system but also dangers of which to be aware.

Fischer, John H. Education for all on unkept promise. New York times, January 12, 1970.

"The most significant development in schools in the years immediately ahead is likely to be the shift in emphasis from selecting and grading pupils to motivating and teaching them." Author sets forth idea that deprived youngsters do not learn much in school due to their teacher's preference for those pupils eager and able to do good work from the beginning.

Fleming, Barbara. The viability of voucher education. Appalachia, v. 4, August-September 1971: 29-31.

The author offers a description of the voucher proposal and pro and con arguments concerning it, as well as further references for information on the concept. She concludes that it would not be a meaningful experiment for Appalachia, but the results of greater involvement of students and parents in the decision-making processes of education may prove important in Appalachian education.

Fliegel, Seymour. Practices that improved academic performance in an inner-city school. Phi Delta Kappan, v. 52, February 1971: 341-343.

The author describes the implementation of MES (More Effective Schools) program in one school in East Harlem. The achievement results appeared to be encouraging and the author discusses the goals and future steps necessary to continue this progress.

Follett, Marguerite A. Office of Education provides professional development in early childhood education. Appalachia, v. 4, February 1971: 1-3.

Author discusses various programs designed to improve the education of disadvantaged children, and those programs which combine early childhood and special education in the Appalachian region.

Follow Through: promising approaches to early childhood education, school year 1970-71. U.S. Department of Health, Education, and Welfare, Office of Education. Washington, U.S. Government Printing Office, 1971. 26 p.

The introduction to this pamphlet describes the Follow Through program and its aims. The remainder of the work is a brief description of a variety of innovative approaches sponsored by Follow Through for the 1970-71 school year which involve working with young children and their families in different cultural settings.

Frary, Robert B., and Thomas M. Goolsby, jr. Achievement of integrated and segregated Negro and white first graders in a Southern city. Integrated education: race and schools, v. 8, July-August 1970: 48-52.

Description of the Gulfport Project (Mississippi) effort to improve educational conditions of a control group and study the effects on academic achievement. The study concluded that achievement of Negro first graders was vastly higher in an integrated classroom, under regular and superior classroom conditions, than under segregated conditions.

Freeman, Roger A. Dead end in American education. National review, v. 21, January 14, 1969: 22-24.

The author discusses the apparent failure of a majority of compensatory programs and experiments under Title I of ESEA. The Coleman Report is cited, and to conclude, the author makes his own recommendations by saying: "It is just as wrong and destructive not to segregate children for educational purposes according to their measurable innate capacity as it is to segregate them deliberately by color of skin."

Frerichs, Allen H. Relationship of self-esteem of the disadvantaged to school success. Journal of Negro education, v. 40, Spring 1971: 117-120.

"This study supports the research that shows a relationship between a positive self-esteem and school success." The report concludes that education can well be a means of developing pride and self-worth among disadvantaged blacks.

Fuchs, Estelle. Time to redeem an old promise. Saturday review, v. 53, January 24, 1970: 54-57 and 74-75.

The author discusses the historical interest America has demonstrated in the educating of Indians and the problems being faced today. The involvement of the Federal Government, through the Bureau of Indian Affairs, and several proposals for improving the educational opportunities of Indians are also discussed.

Furor over race and "IQ" -- here's the latest chapter. U.S. news and world report, v. 67, June 2, 1969: 54-57.

Discussion and summary of Dr. Arthur Jensen's views and criticisms of his theory, as well as rebuttals from other scholars in the field.

Gains in Negro rights: a 15 year record. U.S. news and world report, v. 67, May 19, 1969: 51-54.

Discussion with graphs and explanatory charts, of school integration over the past years.

Gay, Geneva. Needed: ethnic studies in schools. Educational leadership, v. 28, December 1970: 292-295.

The author associates some aspects of minority studies with compensatory education. However, she believes that minority or ethnic studies ought to go further, to "operate from the position of a Black, a Mexican American, a Puerto Rican, or other specific frame of reference, approaching his education through his outlook and world view, and reflecting the understanding of why and how he has been conditioned to function as he does."

Gehret, Kenneth G. Instant rewards: Seattle program 'pays' potential dropouts to do better. Christian Science monitor, September 26, 1970.

Federally funded drop-out prevention project in Seattle is described in which students are rewarded with field trips and sports events if their behavior is acceptable. Achievement of successes academically becomes a reward in itself, according to one demonstration teacher.

----- Teachers' aides spur youngsters to learn faster. In Extension of remarks of Roman C. Pucinski. Congressional record [daily ed.] v. 116, July 13, 1970: E6620-E6621.

Author discusses citizen involvement in the school system as one means of building better understanding of the schools. "Volunteers frequently bring a special quality that stimulates children to want to learn, administrators say." An example is given of two projects developed when a few local people anticipated the academic difficulties black students would face when integrated into previously white schools.

----- Urban student-teachers get involved: 'We can't just teach during the day.' Christian Science monitor, May 29, 1971: 11.

Article describes the Inner-City In-science Teacher Education program, during which elementary teachers taking graduate courses at the University of Missouri in Kansas City spend one year teaching at an inner city school and taking course work. "Providing adequate education for economically underprivileged children in the core of metropolitan cities is undoubtedly the single most explosive problem facing educators today."

Georgeoff, John, and Susan J. Bahlke. Race as a factor in knowledge about Negro history and culture. Journal of Negro education, v. 40, Winter 1971: 76-80.

The authors describe this study as one which seeks to determine "the extent to which the Negro child's information about his race differs from that of a white child's knowledge about the Negro race, its history, culture, and contributions to mankind. The hypothesis is that such a difference exists and that it favors the Negro child."

Getting it together: the young blacks. Time, v. 95, April 6, 1970: 45-47.

The article gives brief portraits of some of today's young blacks, showing their views and ideas on various subjects. It also discusses current problems in minority education and reviews some current proposals by professionals in education and sociology.

Glasman, Naftaly S. Teachers' low expectation levels of their culturally different students: a view from administration. Journal of secondary education, v. 45, February 1970: 82-94.

The author discusses the problem of teacher expectations and disadvantaged students generally, and describes a specific investigation he conducted in 1967-68 to determine teachers' views regarding potential solutions to problems resulting from low expectation levels.

Glazer, Nathan. For white and black, community control is the issue. New York times magazine, April 27, 1969: 36-54.

Discusses philosophical background of community control of schools and pro and con arguments on the issue.

Glickstein, Howard A. Federal educational programs and minority groups. Journal of Negro education, v. 38, Summer 1969: 303-314.

Author discusses several major problems facing the Federal effort to improve educational opportunity, and describes the major criticisms of Title I of ESEA, Project Head Start, Teacher Corps, and various programsin higher education.

Gold, Stephen F. School-community relations in urban ghettos. Education digest, v. 33, March 1968: 4-7.

The factors that produce and influence the problems of unsatisfactory school-community relations in low-income ethnic neighborhoods are discussed: including the perceptions teachers and black parents have about each other, the social class differential of parents and teachers, negative parental attitudes toward the school as an institution, and racial differences which strain parent-teacher relationships.

Goodman, Lillian. Juan's right to read. American education, v. 6, July 1970: 3-6.

The author describes a "language-experience approach" to learning reading. She says, "The concept of stimulating the child's capacity to read by capitalizing on his personal interests and by treating him as a valuable individual seems simple enough." The author goes on to say that it has required much effort to make the experiment work. The operation and results of the program are also described.

Gordan, Edmund W. An annotated bibliography on higher education of the disadvantaged. New York, Teachers College-Columbia University, the Study of Collegiate Compensatory Programs for Minority Group Youth, 1969. 27 p.

A report in bibliographic form on material in the field of collegiate-level programs for the disadvantaged.

----- Compensatory education: evaluation in perspective. IRCD bulletin, v. 6, December 1970. 8 p. (whole issue).

This article discusses the merits of various studies done on compensatory education. The author says, "The sparsity of evidence in support of compensatory education may have little to do with its value."

----- Education, ethnicity, genetics and intelligence. IRCD bulletin, v. 5, Fall 1969: 1-24.

Comments are given on the general topic of race and intelligence and specific remarks on Jensen's theory. Selected bibliography is also included.

Gordon, Sol. The bankruptcy of compensatory education. Education and urban society, v. 2, August 1970: 360-369.

The author believes that "Compensatory education, designed to make up for deficiencies in a child's home environment, has failed precisely because it concentrates on the student's failure to learn rather than the school's failure to instruct."

Graham, Richard. The Teacher Corps: one place to begin. NASSP bulletin, v. 52, October 1968: 49-61.

Author discusses that aspect of the Teacher Corps which helps beginning teachers to teach in disadvantaged areas--the development of a "new breed" of teachers who can handle disciplinary problems and still teach children who aren't willing to learn. Also, he discusses the results of a survey sent to prominent members of the education community on the effectiveness, and possible recommendations for improvement, of the Teacher Corps.

Green, Edith. School busing: "Are we hurting the people we want to help?" U.S. news and world report, v. 67, August 18, 1969: 72-73.

Mrs. Green expresses the opinion that the Civil Rights Law, as administered by the Department of Health, Education, and Welfare is contributing to the deterioration of the public school system. "Emphasis on integration and busing unaccompanied by a demand for academic excellence is worthless."

Greer, Colin. Public schools: the myth of the melting pot. Saturday review, v. 52, November 15, 1969: 84-86+.

Discusses the theory that the public schools have always failed the lower classes and that extending the amount of time spent to educate students has resulted in continued poor school performance. The fault seems to lie in the basic assumption that progress in education has been seen as only expansion and extension of the commonplace.

Gussow, Joan D. Bodies, brains, and poverty: poor children and the schools. IRCD bulletin, v. 6, September 1970: 3-6, 14.

Author discusses the relationship of poverty, as a condition of the body, with education. "...there is an urgent need for a new formulation of the problem of educational handicap among the poor...."

Hale, Irlene W. Black culture: a reading program develops better understanding. Clearinghouse, v. 45, January 1971: 269-272.

"Programs designed to promote an understanding and appreciation of Black culture have met with varying degrees of success. However, the librarian at Crestwood High School in Chesapeake, Virginia, describes one which apparently has a lot going for it."

Half of freshmen found to need remedial aid. New York times, September 14, 1970.

"A study of tests given to about 80% of the City University's entering freshmen shows that slightly more than half of those students need varying degrees of remedial aid in reading and mathematics or both, with 'considerable' overlapping of need." Article goes on to say that the university has planned extensive remedial and tutorial work.

Halpern, Ray. The Berkeley plan: tactics for integration. Saturday review, v. 51, December 21, 1968: 47-49, and 66.

The author discusses school integration in Berkeley, California and describes the Berkeley plan as "a conscious attempt to create within each classroom a microcosm of the community as a whole, a social organism integrated heterogeneously on the basis of race, sex, academic achievement, and economic status."

Hamilton, Charles V. Race and education: a search for legitimacy. Harvard educational review, v. 38, Fall 1968: 669-684.

Author asserts that black spokesmen are questioning the legitimacy of the educational institutions; that they no longer believe it is sufficient to try to increase the effectiveness of those institutions. Black people seem to be calling for community control, not for integration. "Some black people are thinking of entirely new comprehensive forms of education, based on substantially different normative values."

Healy, Timothy S. Will everyman destroy the university? Saturday review, v. 52, December 20, 1969: 54-56 and 67-69.

The author discusses the challenge of open admissions and the attacks leveled against the plan, as well as what action the University is expected to take.

Hechinger, Fred M. Open admissions: prophets of doom seem to have been wrong. New York times, March 28, 1971.

Critics are reported to have said of the CUNY Open Admissions program that an uncontrolled influx would destroy the university, the faculty would flee and the better students disperse to private colleges. But, according to the author, these things have not occurred. "It is too soon to offer any meaningful academic assessment of the plan," Mr. Hechinger says, and goes on to explain that other observations, also crucial to the fate of the CUNY plan can be made.

Henrikson, Harold A. Role of teacher attitude in educating the disadvantaged child. Educational leadership, v. 28, January 1971: 425-429.

Review of research on subject of effect of teacher's attitudes on the achievement of pupils.

Herbers, John. Poor gain a voice on school funds: US tells states to set up parent advisory panels on help for disadvantaged. New York times, November 12, 1970.

Title I (ESEA) funds and various lawsuits are seen to be designed to encourage better relations between parents and school boards. Studies have shown Title I funds to have been misused and it is believed that parents' advisory councils, representative of the groups served by Title I, will make the program more effective.

Hillerich, Robert L. ERMAS. National elementary principal, v. 50, November 1970: 80-84.

Description of a reading program in Corpus Christi, Texas, designed to teach the Mexican-American and Spanish speaking children to read Spanish while learning to speak English. "ERMAS" stands for Experiment in Reading for Mexican-American Students.

Hungry children lag in learning. OEO opportunity, v. 1, May 1971: 10-13.

Article discusses particular study on the relationship between nutrition and behavior carried out by the Tulane University Early Childhood Research Center. In this study, some of the first comprehensive evidence of a significant relationship between nutritional deficiency and psychological behavior among children is said to have been obtained.

Hunt, J. McVicker. Black genes, white environment. Transaction, v. 6, June 1969: 12-22.

Author proposes his own theory that intelligence tests have measured learned performances and not innate capacity.

Indian education. Inequality in education, no. 7, February 10, 1971: whole issue.

Various authors contribute to this issue and the topics discussed include the Bureau of Indian Affairs boarding schools, community control of schools, Federal funds for Indian children in public schools, and a brief description of current proposals on Indian education in Congress.

Is equality bad for you? Time, v. 98, August 23, 1971; 33.

Review of Richard Herrnstein's article in which he postulates that educational equality and unrestricted social mobility will lead to a stratified society of hereditary castes. Herrnstein concludes that intelligence is largely hereditary.

Is intelligence racial? Newsweek, v. 77, May 10, 1971: 69-70.

General summary of current debate and discussion taking place at the National Academy of Sciences over committee report on genetic factors in human performance. Dr. William Schockley reported his studies and theory on dysgenic evolution.

Jacoby, Susan. They try to take bite out of the 'snake pit.' Washington post, February 11, 1968: p. C-3.

Discusses the problems that various universities have encountered when attempting to introduce educational experiments in ghetto schools, and gives examples of the types of problems and methods of solving them used by some ghetto schools.

Janis, Juel. Textbook revisions in the sixties. Teachers College record, v. 72, December 1970: 289-301.

Examples of various texts being used in some school systems which contain distorted and factually inaccurate information are given and discussed. These are contrasted with other presentations of the same material in an attempt to illustrate balance in interpretation.

Jencks, Christopher. Giving parents money for schooling. Compact, v. 5, Februry 1971: 25-27.

The proposed Educational Voucher Agency is discussed by the author who believes that, "Under a voucher system, no child could be excluded from any participating school simply because his family was not rich enough or white enough to buy a house near the school." The EVA would supply transportation costs so that no family would be required to choose an inadequate school because it was nearby.

Jennings, Wayne. Educational parks: tomorrow's schools. Audiovisual instruction, v. 15, October 1970: 42-44.

The author describes the educational parks of the future and discusses ideas that support the educational park concept.

Jensen, Arthur R. How much can we boost IQ and scholastic achievement? Harvard educational review, v. 39, Winter 1969: 1-123.

Author argues that the failure of recent compensatory education efforts to produce lasting effects on children's IQ and achievement suggests that the premises on which these efforts have been based should be reexamined.

The Jensen thesis: three comments. Bulletin of the atomic scientists, v. 26, May 1970: 17-26.

Remarks by Arthur Jensen in reply to a critique of his original article on IQ and achievement by Prof. Lewontin, in an earlier issue of the Bulletin. Lewontin continues, in further remarks, to take issue with Jensen's criticism,,and a conclusion is added to this debate by Eugene Rabinovitch.

Justin, Neal. Culture conflict and Mexican-American achievement. School and society, v. 98, January 1970: 27-28.

The author outlines the difficulties faced by the Mexican-American in becoming assimilated with dominant Anglo culture of the U.S., and the effects of the Anglo culture in the curriculum upon the Mexican-American student.

Kalb, Barry. Ending racial imbalance isn't easy, Maryland colleges find. Washington star, March 23, 1969.

Discussion of how five state colleges and the University of Maryland are stepping up recruitment efforts to bring more integration.

Kells, H. R. Unfinished business - equal opportunity at Rutgers - 1968. New Jersey, Rutgers University, 1969. 16 p.

Description of a mandate, composed by the University Council on Equal Opportunity, on offering equal opportunity for all members of Rutgers Community: students, faculty, staff, and listing of statistics measuring their commitment, in funds and specific programs.

Kendrick, S. A., and Charles L. Thomas. Transition from school to college. Review of educational research, v. 40, February 1970: 151-179.

The authors discuss the history of higher education and minority youth and the literature pertaining to this subject is outlined by categories such as: educational attainment and college attendance, guidance and search for talent, admission to college and college programs for the disadvantaged.

Kilpatrick, James J. Back to segregation, by order of the courts. National review, v. 22, June 16, 1970: 611-626.

A discussion of the Supreme Court's role in desegregating schools is presented by the author and the results in various parts of the country are described.

Klein, Jenny W. Head Start: intervention for what? Educational leadership, v. 29, October 1971: 16-19.

The author describes the beginning and implementation of Head Start and the difficulties surrounding evaluation of the program.

Kliger, Samuel. Fog over Sesame Street. Teachers College record, v. 72, September 1970: 41-56.

The author discusses "Sesame Street" as a language-learning experience and suggests several more techniques which may be effectively employed by the program to teach young children.

Knoell, Dorothy M. Are our colleges really accessible to the poor? Junior college journal, v. 39, October 1968: 9-11.

Discusses evidence that the community college becomes inaccessible to poor youth through "tracking" in high school and discouragement, early in education, of future achievement. Also describes problems facing poor youths in applying to college, counseling, etc.

Krown, Sylvia. Preschool programs for disadvantaged children. Children, v. 15, November-December 1968: 236-239.

The author, a research psychologist from Israel, found that some of the methods being used in the U.S. to meet the educational problems of culturally deprived children could well be implemented in her own country. She found to be of particular interest methods for stimulating cognitive learning and perceptive development and commended the Headstart program's efforts to get parents involved.

Krug, Mark M. Freedom and racial equality: a study of "revised" high school history texts. School review, v. 78, May 1970: 297-354.

"This article will concentrate on the limited question of how some U.S. history textbooks, widely used throughout the country, deal with Negroes and the fight for human and civil rights. These textbooks have all been revised in the last five years. A comparison with the older editions makes it clear that the revisions dealt primarily with aspects of the history of the black community."

Kruszynski, Eugene. The nature of urban education. School and society, v. 98, March 1970: 166-168 and 189.

The differences in teaching methods and requirements between urban and rural schools are discussed. The need for a specialized type of teacher, curriculum, etc. is also discussed.

Lang, Gladys E., and Ronald C. Fox. Center report. Urban review, v. 3, November 1968: 39.

This article describes a study conducted in 1968 by the Center for Urban Education of the television viewing habits of 56 second-grade children in eight public schools in the South Bronx. "The aims of the study were to gather information and generate suggestions that broadcasters and school personnel might utilize in planning the effective use of TV for educational purposes and to provide classroom teachers with some guidelines on how to make educational use of the time their pupils spend at home watching television."

Larger dimensions of accountability. Ninth annual conference of the National Committee for Support of the Public Schools. Washington, March 1971. 14 p.

Proceedings of the conference on accountability with brief summaries of various aspects of the concept of accountability: how should schools be held accountable, how the public views the schools, what the public should expect from its schools, and can the schools be responsive to public expectations.

Layer, Harold A. Ethnic studies and audiovisual media: a listing and discussion. An occasional paper from ERIC at Stanford, June 1969.

A discussion of current practices in media productions concerning ethnic studies is given and the author says, "Just showing inequalities and poverty is not enough anymore. A need exists for educational media that depict not only existing social problems, but the strengths and weaknesses of responsible agencies, and the reasons for the successes and failures of attempted solutions."

Levey, Rose M. W. Black studies in schools. Washington, National School Public Relation Association, 1970. 45 p.

"Almost every district with a black studies program has plowed its own ground. To gather material for this report, the editors of 'Education U.S.A.' surveyed school systems across the country and asked state departments of education to list outstanding programs in their states." Pros and cons of black studies are given and a conclusion on the status of black studies today is offered.

Levin, Henry M. Urban schools and the issue of neighborhood control. Brookings research report, no. 104, edited by Henry M. Levin. Washington, D.C., Brookings Institution, 1970: 9 p.

Discusses compensatory education as one approach to right the general condition of deprivation and injustice for minority groups in the educational system, and the lack of success with this approach. Fundamental system-wide reform of education is seen to be necessary and community control of black schools as an integral part of this reform.

Levin, Henry M. Why ghetto schools fail. Saturday review, v. 53, March 21, 1970: 68-69, 81-82.

The drawbacks of inner-city schools are described and compensatory education is criticized. "Unfortunately, the large urban school systems have shown themselves to be incapable of building educational programs that will capitalize on the cultural attributes of minority children."

Levine, Daniel U. Can in-service training save the inner city schools? Journal of secondary education, v. 43, January 1968: 3-9.

"The depth of the widespread despair over whether education in the inner city schools is capable of being rejuvenated, given our present pattern of school organization, can be inferred from recent proposals to provide alternatives to the public schools and/or to take the schools out of the hands of the educators and laymen who now have primary control over them." To bring about serious reform of urban schools, the author suggests special full-time training for inner-city school teachers.

----- Differences between segregated and desegregated settings. Journal of Negro education, v. 39, Spring 1970: 139-147.

The author presents his ideas on improving the educational opportunities of Negro students in desegregated schools and in predominately black schools. He believes the differences between these two situations demand different approaches to teaching Negro history and culture and motivating Negro students to set high standards.

----- Stratification, segregation, and children in the inner-city school. School and society, v. 98, February 1970: 84-89.

The author believes that "efforts to raise the achievement of disadvantaged students in the inner city must be far more wide-ranging and comprehensive than those we have tended to focus on in the past. He states that solutions to the problems of inner-city education must be based on remedying the root causes of stratification and segregation.

Levine, Richard H. Reaching out to Danny. American education, v. 6, July 1970: 10-14.

Describes Baltimore's drop-out program KAPS (Keep All Pupils in School), a Federally funded project involving elementary and secondary schools in the inner city.

Lindsey, Richard A. Negro intelligence and educational theory. Clearing-house, v. 45, October 1970: 67-71.

The author discusses various reactions to the revival of the question whether the races differ significantly in basic intellectual ability. New evidences, the author says, have recently come to light and cannot be ignored.

Lopate, Carol, and others. Decentralization and community participation in public education. Review of educational research, v. 40, February 1970: 135-150.

"Educational research indicates that when parents of school children are involved in the process of education, their children are likely to achieve better."

Love, Harold D., and Sharon G. Stallings. A comparison of children who attended Project Head Start not having a follow through program and children who attended Project Head Start having a follow through program. Education, v. 91, September-October 1970: 88-91.

Having taken a variety of achievement tests, two test groups of children were compared. The authors conclude that this particular research project does not confirm that Follow Through pupils attained a higher level of achievement.

Lund, Arline. Reading: teaching migrant children. Today's education, v. 60, October 1971: 49-50.

The author, a teacher of first grade in a school which has Mexican-American and black migrants, discusses various methods and approaches for teaching reading to these children. Among the valuable materials used are films and books from the "Right to Read" program in Florida, and volunteer aides from the surrounding community also prove helpful.

Lutz, Harley L. Beyond education's status symbolism. Wall Street journal, March 24, 1970.

Discusses the need for "redefining primary purpose of education and of formulating the steps to be taken to improve the quality of education for all children." Describes three essentials of a good school system: good teaching, a close and sympathetic relation between parents and school staff, and wise selection of what is to be taught. Integration of races in the school can best be served if it were interpreted to mean all schools are open to all children of the community. The degree of mixture would then be governed by residential patterns.

McAuliffe, Daniel J. School desegregation: the problem of compensatory discrimination. Virginia law review, v. 57, February 1971: 65-96.

"This article will focus on the problems raised by the use of racial classifications by school boards attempting to achieve desegregation, particularly the legal implications of a 'compensatory desegregation plan' that subjects similarly situated black and white students to different treatment solely on the basis of their races."

McClintick, David, and Art Sears, jr. Education hot spot: decentralized district in a New York ghetto claims gains in schools. Wall Street journal, April 10, 1969.

Authors say it is still too early to assess the impact of community involvement on the academic performance of children in the newly created school districts of New York, but there are clear indications that the apathy or antagonism many parents and children have long felt for the schools is being eroded by community liaison workers, teachers and paraprofessional classroom aides and frequent confrontations with the city's ruling powers. To this and other changes district administrators hope they will soon be able to add tangible academic improvements among the disadvantaged.

Mack, Raymond W. The Negro opposition to black extremism. Saturday review, v. 51, May 4, 1968: 52-55.

Author describes a survey made in cooperation with James Coleman which was designed to characterize the variation of attitudes held by Americans on racial desegregation. The study indicated that black Americans were suspicious of proposals to upgrade predominately black schools as a substitute for desegregation. This study supplements the main Coleman Report and states that the majority of Negroes have "faith in their pursuit of equality through desegregation..."

Mackler, Bernard. Blacks who are academically successful. Urban education, v. 5, October 1970: 210-237.

Description of the literature in the field of successful blacks over the past decade. Conclusion of the author is that less research will be done on black children, successful or failing, in the next decade but that the schools have not yet resolved many of the most pressing problems.

Mahan, Thomas W. The busing of students for equal opportunities. Journal of Negro education, v. 37, Summer 1968: Chapter 11.

The history of equal opportunity and ghetto schools in America is discussed and a study of various communities which have employed busing of children as a means toward integration is summarized.

Manaster, Guy J. Attitudes on school integration and desegregation: a study of reactions to a court order. Integrated education, v. 9, March-April 1971: 3-8.

The court-ordered desegregation plan for Austin, Texas is discussed and emphasis is given to one specified area: the effects of the plan on stated attitudes toward integration and this particular desegregation plan, by the subjects who were directly affected by the plan.

Manning, Winton H. The measurement of intellectual capacity and performance. Journal of Negro education, v. 37, Summer 1968: 258-267.

Author discusses hypothesis of bias in standardized tests and describes 3 approaches to remove culturally linked variance from tests: compensation, elimination, and substitution.

Mardian, Robert C. School desegregation. Integrated education, v. 8, May-June 1970: 15-22.

Various past Supreme Court cases are discussed and the author expresses his own opinion of the Federal role in school desegregation, busing, neighborhood schools, and the attainment of racial balance.

Marsh, Don. Step up to reading. American education, v. 6, January-February 1970: 15-17.

Implementation of ESEA Title I in Cabell County, West Virginia is described. One of the methods used to teach reading was assigning a sixth-grade child to tutor a first-grader. This resulted in improved skills for both, according to the author.

Mauch, James E. Breaking tradition forges school-community ties. Phi Delta Kappan, v. 50, January 1969: 270-274.

"New ties between school and community have been formed through imaginative use of Title I, ESEA money..." Examples are cited which the author believes worthy of emulation in Philadelphia, Chicago, New Orleans, San Diego, Cleveland, Minneapolis and St. Louis.

Mayhew, Tom, and Vic LaCourse. Community education and the American Indian today. Community education journal, v. 1, February 1971: 30-41.

The current status of community education as it pertains to Indian students is discussed by Mr. Mayhew. Rough Rock Demonstration School in Arizona is described as one example of community education development, and other schools are mentioned. The second author discusses the history of the Bureau of Indian Affairs and the difficulties faced by Indian students.

Mecklenburger, James A., and John A. Wilson. Learning C.O.D.: can the schools buy success? Saturday review, v. 54, September 18, 1971: 62-65, 76-79.

According to the authors, there have been fifty performance contracts in education since they began in 1969. One of the questions faced by performance contractors is "how to motivate a student to proceed through a learning system - especially a student who habitually performs poorly in school...."

Michel, Donald E. Youth concerts: compensatory education for the disadvantaged? Music educators journal, v. 58, October 1971: 29-31.

"As for compensatory education, the pilot study could only conclude that live music concerts might well provide compensatory music education, but any compensation for other educational inadequacies, including the rather vague idea of 'cultural deprivation' would be mostly speculative. If exposure to the performing arts in schools leads to further exposure and involvement in the cultural mainstream of our society, or if such exposure can be followed up by other compensatory measures, such as improvement in psycholinguistic abilities, then in-school concerts may become compensatory education."

Migrant education. PREP brief, December 1970. U.S. Office of Education, National center for educational communication. 42 p.

This collection of briefs discusses various aspects of educational problems facing migrants. A review of existent programs is given including State and inter-State programs, day care centers, and elementary, secondary, and adult education programs designed to improve the educational condition of the migrant.

Miller, Lamar P. Materials for multi-ethnic learners. Educational leadership, v. 28, November 1970: 129-132.

The author believes that the American educational system has failed to provide a relevant education for black and other ethnic groups. He suggests a change of emphasis in securing curriculum materials - by acknowledging the variety among the school constituency, and choosing materials that will have meaning for the students' present life and utility in future life.

Miller, S. M., and Pamela A. Robey. Social mobility, equality and education. Social policy, v. 1, May-June 1970: 38-40.

The authors state that "The difficulties with the emphasis on education to promote equality are both instrumental (it does not accomplish what it sets out to do) and normative (it is not an adequate goal)." New models of education and social mobility are described, which reduce the emphasis on educational credentials and increase the emphasis on the practical results of education.

Moorefield, Story. To keep the things we love. American education, v. 6, August-September 1970: 6-8.

The author describes the Follow Through program and its implementation with particular reference to Indian children.

More effective schools: New York city. Elementary program in compensatory education. U.S. Department of Health, Education, and Welfare, Office of Education, Washington, U.S. Govt. Print. Off., 1969: 33 p.

The MES (More Effective Schools) project was designed to "render the schools more effective in solving the basic language and mathematics problems of disadvantaged urban children." "The researchers report this project significantly improved the educational attainment of the disadvantaged children involved."

Murphy, Jerome T. Title I of ESEA: the politics of implementing Federal education reform. Harvard educational review, v. 41, February 1971: 35-63.

"In this article, the author examines the interaction between the different levels of government concerning Title I, focusing mainly on the program's management and on specific federal efforts to issue strong guidelines. The discussion reveals the political and bureaucratic obstacles which constrain federal efforts to redirect local priorities and explore the motion of countervailing local power as a way for the poor to gain greater leverage in the program's operation."

Murphy, Judith, and Ronald Gross. The arts and the poor: new challenge for education. U.S. Department of Health, Education, and Welfare, Office of Education, Washington, U.S. Govt. Print. Off., 1968: 42 p.

This is a summary report of a conference on the role of the arts in meeting the social and educational needs of the disadvantaged. Examples of various methods of teaching and using art to reach the poor are given.

----- Can the arts "turn on" poor kids to learning? Teachers College record, v. 69, March 1968: 581-586.

"There's remarkable recent evidence, from the Job Corps and elsewhere, that the arts constitute a potent - and strangely neglected - key for unlocking the hearts and minds of deprived youngsters. Pioneering educators, artists, and others around the country have used this key to interest and motivate such children despite their psychological and academic hang-ups. Appealing directly to their creative impulses can apparently bring children out to a point where they are ready to benefit from instruction in the three R's and the standard academic subjects."

Nash, Robert J. Accountability: the next deadly nostrum in education? School and society, v. 99, December 1971: 501-504.

The author questions who is accountable, for what and to whom. In responding to these questions, he offers criticism of not examining the concept of accountability closely enough before implementing it.

National Education Association. Schools of the urban crisis: report by NEA task force on urban education. In Extension of remarks of John Brademas. Congressional record [daily ed.] v. 115, July 7, 1969: E5615-E5627.

Report focuses on character and quality of education offered to poor children of various ethnic groups living in cores of metropolitan areas. Discusses effects of desegregation and integration and methods of approaching solutions to the problems.

A National survey of the impacts of Head Start centers on community institutions. Summary report. Prepared for Project Head Start, Office of Child Development, U.S. Department of Health, Education, and Welfare, by Kirschner Associates, inc., May 1970. 19 p.

The conclusion of this report states that educational and health institutions have changed significantly over the past five years and that "Head Start has been a successful strategy in that it has widely achieved its goals of modifying local institutions so they are more responsive to the needs and desires of the poor."

Neale, Daniel C., and Bruce Mussell. Effects of big-brother relationships on the school-related attitudes of disadvantaged children. Journal of special education, v. 2, Summer-Fall 1968: 397-404.

The article assesses some of the effects of Project Motivation of the University of Minnesota, in which college students tutored disadvantaged elementary school children. The results of the study of this project showed "strong trends suggesting changes in the aspirations, personal adjustments, and interpersonal relations of children in Project Motivation."

Oakland, Thomas. A rationale for compensatory education programs. Journal of Negro education, v. 39, Winter 1970: 26-33.

The author describes studies done on the association between environmental factors and the neurological and psychological development of disadvantaged children, and how this relationship can influence the development of a compensatory education program.

O'Brien, Roslyn A., and Phillip Lopate. Preschool programs and the intellectual development of disadvantaged children. ERIC clearinghouse on early childhood education. Urbana, College of Education, University of Illinois, 1968. 11 p.

The authors discuss the concept of an intellectually stimulating program and the effect of this on preschool children, particularly disadvantaged children. Some references to Head Start are made, and to the Montessori method of teaching.

Olson, Eugene. APEX - an area concept. Journal of secondary education, v. 43, November 1968: 309-312.

The author describes APEX (Area Program for Enrichment Exchange), a system to provide a complete program of education in the comprehensive secondary schools of mid-city Los Angeles. In this plan, students are bused to another school for two periods daily to take subjects not available in their own school. "Broadened educational environment and potential means for integration are prominent features of the subject center exchange."

Open admissions: American dream or disaster? Time, v. 96, October 19, 1970: 63-66.

Article discusses background of minority admissions to college and the development of the City College of New York program, led by Chancellor Albert Bowker.

Ortego, Philip D. Montezuma's children. In remarks in the Senate of Ralph Yarborough. Congressional record [daily ed.] v. 116, November 25, 1970: S18961-18965.

Description of various educational problems of the Mexican Americans in the U.S., with selected statistics, and discussion of the need for improving the education of these children.

Owens, Robert G., and Carl R. Steinhoff. Strategies for improving inner-city schools. Phi Delta Kappan, v. 50, January 1969: 259-263.

"The More Effective Schools program in New York City is a case study in the ineffectiveness of conventional strategies for change in big-city schools, according to Owens and Steinhoff. They identify a behavioral strategy which emphasizes improving the quality of interpersonal relations as a prelude to the development of more effective educational practices."

Palmer, James M., jr. Resegregation and the private school movement. Integrated education, v. 9, May-June 1971: 4-10.

The author describes four types of resegregation: intra-school, inter-school, inter-system, and extra-system. These are related to the recent private school movement in the South, which is also discussed.

Parmenter, Tom. Power to the people through Title I? Maybe. Inequality in education, no. 6, 1970: 1-8.

The author discusses the difficulties of making school officials accountable for their actions. He contends that the greater the community's interest in school affairs, the less able the schools will be to act without community consent. Title I, he feels,is particularly suited to the needs of community organizers.

Parry, Gareth, and Derick Unwin. A selective review of research and development in the new media, with special reference to the disadvantaged child. Childhood education, v. 48, October 1971: 43-50.

"This article is intended as a selective review of an extensive and scattered literature, concentrating on what appears to be significant or potentially significant in relating the new media to the special needs of subnormal or disadvantaged children in the five-to-eleven-year range."

Paschal, Billy J., and Richard H. Williams. Some effects of participation in a summer Upward Bound Program on the self-concept and attitude of the disadvantaged adolescent. Journal of Negro education, v. 39, Winter 1970: 34-43.

This article reviews the research and literature on disadvantaged high school students and discusses one specific study concerning an Upward Bound project in Florida.

Peebles, Robert W. A response to the urban education crisis. Phi Delta Kappan, v. 52, January 1971: 291-294.

The author discusses the urban area of Boston, and the Education Collaborative for Greater Boston (EdCo) is described. EdCo began operation in 1968 as a Title III ESEA project. "EdCo, therefore, is based on the assumption that urban and suburban problems are inevitably interrelated, and that education has to be an absolutely essential ingredient in regional attempts to solve or at least ameliorate the problems now besieging large urban areas."

Performance contracting in education: the guaranteed student performance approach to public school system reform. Education Turnkey Systems of Washington. Champaign, Research Press, 1970. 122 p.

This pamphlet discusses the experiment in performance contracting with the Texarkana school system, which it concludes was successful in raising student achievement in reading and math, and summarizes the various implications this concept has for education.

Perlberg, Arye, and Yael Rom. A compensatory program on the higher education level -- an Israeli case study. Educational forum, v. 33, March 1969: 307-319.

Discusses the general topic of compensatory programs and cites one study which found that "College programs and practices designed to reverse the academic effects of socially disadvantaged status are less promising than those geared toward facilitating entry".

Pieper, Alice M. Parent and child centers -- impetus, implementation, in-depth view. Young children, v. 26, December 1970: 70-76.

"The Parent and child centers have been established to aid poverty-stricken parents and children by providing education, health, and social services. Through the application of learning to a living situation, the centers have achieved great success in developing the hopes and raising the expectations of an all-too-large segment of our society."

Pressure on State colleges to integrate. U.S. news and world report, v. 67, March 31, 1969: p. 32-33.

"Racial-integration orders from Washington pose a painful dilemma for State colleges. They are told to desegregate or lose federal aid. But nobody explains how a campus can get a certain racial mix if not enough black students -- or whites -- apply."

A readiness test for disadvantaged preschool children. PREP, NO. 22, Washington, U.S. Office of Education, National Center for Educational Communication, March 1971: 35 p.

This is a description of results and findings of a special project designed to develop a culture-fair, nonverbal readiness test for rural and urban disadvantaged preschool children.

Reissman, Frank, and Alan Gartner. Paraprofessionals: The effect on children's learning. Urban review, V. 4, October 1969: 21-23.

Describes various programs in which paraprofessional women working with school children produced a marked effect upon the children's development of different skills and greater achievement on tests.

Report of the National Advisory Commission on Civil Disorders -- Part III: Provision of quality education in ghetto schools -- improving the quality of teaching in ghetto schools. In Extension of remarks of William A. Steiger. Congressional record [daily ed.] v. 114, April 3, 1968: E2678-E2679.

Article commends the Teacher Corps as a national effort which attracts to the teaching profession well qualified and highly motivated young people and trains them to work effectively with disadvantaged students, and quotes many favorable remarks made by various organizations and education groups on the necessity of the Teacher Corps.

Report on a bilingual pilot project. In Extension of remarks of Dominick Daniels. Congressional record, [daily ed.], v. 115, October 9, 1969: E8366-8368.

Report from Dr. Francesco Cordasco of Montclair State College (N.J.) which concludes that a six week pilot project in bilingual education resulted in marked improvement by the Spanish speaking children.

Resnik, Stephen, and Barbara Kaplan. Report card on open admissions: remedial work recommended. New York times magazine, May 9, 1971: 26-27, 32, 34, 37, 39, 42, 44, 46.

Discussion of C.U.N.Y. Open admissions program, what the term end shows, what needs to be done to better assist the disadvantaged student.

Rhodes, Barbara A. Compensatory education: special college entry programs for Afro-Americans. School and society, v. 98, October 1970: 360-361.

The theory behind compensatory education is described and the author stresses the need for an educational program designed for "the child who has completed 12 years of an inferior education and is ill-prepared for the fullest possible participation in American life".

Ribich, Thomas I. Education and poverty revisited. NASSP bulletin, v. 55, April 1971: 17-28.

The author "believes that U.S. education expenditures have reached a point of rapidly diminishing economic returns. He supports the idea of a thoroughgoing reorganization of the educational process, such as the voucher system would achieve".

----- Investing in education to reduce poverty. Brookings research report 93. Washington, Brookings Institution, 1969. 9 p.

In this article, Mr. Ribich applies benefit-cost analysis to such data as are available in order to quantify the actual or potential contribution of education to the war on poverty. The author reaches some tentative conclusions on the relative merits of different types of educational programs as means for eliminating poverty.

Rilling, Paul M. Desegregation: The South is different. New republic, v. 162, May 16, 1970: 17-19.

"Where school desegregation has been achieved in the South, it works. Recent Southern experience seems to support the conclusion of the Coleman Report and the subsequent studies of the U.S. Commission on Civil Rights concerning the affirmative values of desegregation."

Rist, Ray C. Student social class and teacher expectations: the self-fulfilling prophecy in ghetto education. Harvard educational review, v. 40, August 1970: 411-451.

Dr. Rist discusses the results of an observational study of one class of ghetto children during their kindergarten, first- and second-grade years. He found that the way in which the teacher behaved toward the different groups of children became an important influence on their achievement.

Rodriguez, Louis P. Preparing teachers for the Spanish speaking. National elementary principal, v. 1, November 1970: 50-52.

Author feels colleges and universities are doing little or nothing to prepare teachers to work with bilingual, bicultural children. Guidelines for teacher training institutions to establish programs for the specific purpose of preparing future teachers for employment in barrio schools.

Rosen, Carl L. Poverty children and reading curriculum reform: a broad perspective. Educational technology, v. 10, May 1970: 38-45.

The author describes the traditional public school and text-book teaching, and proposes a series of considerations for reforming the educational institutions.

Rosenthal, Robert, and Lenore F. Jacobson. Teacher expectations for the disadvantaged. Scientific American, v. 218, April 1968: 19-23.

Article discusses belief that poor children lag in school not only because they are members of a disadvantaged group, but also because it is what their teachers expect.

Roth, Rodney W. The effects of "black studies" on white 5th grade students. Education, v. 90, April-May 1970: 328-331.

"The purpose of this investigation was to study the change in white students' attitudes toward negroes after being exposed to integral curriculum."

The author concludes that, "The results of this research have consistently shown that black studies were most effective in integrated classrooms".

School desegregation: how far will the country go? Congressional quarterly, v. 28, December 11, 1970: 2953-2957.

The question of whether or not "the Constitution -- interpreted by the Court to promise equal educational opportunity for every child -- requires that every child have the opportunity to attend a school which was attended by persons of both races" is discussed. Federal agencies ' and the courts' actions since 1968 are described and the outlook as seen in various legislative proposals is summarized.

Schrag, Peter. End of the impossible dream. Saturday review, v. 53, September 19, 1970: 68-70, 92-96.

Explains why the school system is considered a failure; the impossible demands placed upon American schools are part of the mythology of the American dream: "that the schools constitute the ultimate promise of equality and opportunity!' Prior to a decade ago, those who failed in school did so on their own responsibility -- not that of the school or the society. "In the process of compensating and adjusting, of headstarting and upward bounding, the burden of responsibility shifted subtly from the individual to the school and the society".

Schwartz, Ronald. Performance contracting: industry's reaction. Nation's schools, v. 86, September 1970: 53-55.

The author states that performance contracting, even if it does not succeed in its goals, will have important residual effects on the education system. "Relations between local school officials and the education industry will never be the same, they feel [companies], because the school officials will be demanding more in accountable student achievement than ever before".

Schwartz, Sheila. The humanities and the disadvantaged. Teachers College record, v. 71, September 1969: 77-83.

The author believes that the humanities in the curriculum are most needed by the disadvantaged students who have "little or no chance of exposure to the values of the humanities in their past, present, or future lives outside of school". A description of a humanities course which would be of value to disadvantaged students is offered by the author.

Scudder, Bonnie Todd, and Stephen G. Jurs. Do bused Negro children affect achievement of non-negro children? Integrated education, v. 9, March-April 1971: 30-34.

This article describes a study performed in Colorado to determine whether or not Negro pupils would affect in any way the academic performance of non-Negro children in the same classroom. In conclusion, the authors state: "There was no evidence of any general effect of the presence of Negro students on the academic achievement of non-Negro pupils".

Self-directive dramatization project in Joliet, Illinois. Elementary program in compensatory education. U.S. Department of Health, Education and Welfare, Office of Education, Washington, U.S. Govt. Print. Off., 1969. 11 p.

This project, which is reported to have significantly improved the educational attainment of the disadvantaged children involved, compared self-concept changes and reading achievement of white middle-class pupils and culturally disadvantaged children by means of self-directive dramatizations.

Shanker, Albert. What's wrong with compensatory education? Saturday review, v. 52, January 11, 1969: 56-61.

The author describes the major criticisms of various compensatory programs and offers suggestions to solve these deficiencies with more effective systems.

Sielski, Lester M. A study of fifty Head Start families. Public welfare, v. 29, Spring 1971: 209-213.

It can be concluded from the study conducted by the author that: "It was evident that the Head Start program contributed not only to the growth potential and well-being of the children, but enlarged the horizons of the parents as contributing members of their community."

Sinclair, Ward. Teacher preparation for urban schools. School and society, v. 96, October 12, 1968: 339-340.

Description of a new elementary program, designed specifically to prepare teachers for urban schools, initiated at Capitol Campus, Penn. State University. An agreement was made with the Harrisburg public schools to provide classroom participation for Capitol Campus students.

Solomon, Lewis C. Stop trying to make equal education. National review, v. 23, October 8, 1971: 1106-1109.

The author analyzes the goal of educational "equality of opportunity". He gives three interpretations of this term: equal access to schools with equal facilities, equal learning among students according to their own intelligence, and assurance to graduates of equal opportunity to obtain high income in adult life.

Spears, Mack J. Improving educational opportunities for minority groups. NASSP bulletin, v. 55, May 1971: 98-105.

The author presents his opinions on educational opportunity as a member of a minority group and divides his paper into three sections: "The first part is an analysis of the opportunities for the Afro-American in perspective. The second part is a summation of student responses from the survey. The third part is an attempt to project my views for improving the educational opportunities of the Afro-American as a minority group".

Spilerman, Seymour. Raising academic motivation in lower class adolescents: a convergence of two research traditions. Sociology of education, v. 44, Winter 1971: 103-118.

The author suggests that a combination of material inducements with a reward structure emphasizing peer group attainment can provide an effective strategy for motivating lower class adolescents.

Sprigle, Herbert A. Can poverty children live on "Sesame Street"? Young children, v. 26, March 1971: 202-217.

The author offers an evaluation of Sesame Street, from an educator's standpoint. He incorporated the program into his curriculum for first-grade disadvantaged students. He concludes, "The disadvantaged children who viewed Sesame Street are no better prepared for first grade than a matched control group in the same kindergarten with the same teacher the year before the program went on television".

Spring, Joel H. Traditions in urban school reform. School and society, v. 99, November 1971: 428-433.

The history and development of urban schools and public opinion's role are discussed. The author describes the role of the urban school as an instrument of social reform and concludes that "putting the schools back into politics appears to be one of the great educational changes of the 20th century."

St. John, Nancy H. Desegregation and minority group performance. Review of educational research, v. 40, February 1970: 111-133.

"This chapter reviews Pre-Coleman, Coleman, and Post-Coleman empirical evidence on the relation of school racial composition to the academic performance of black children."

Staffing of schools serving Mexican-Americans. In The education professions: an annual report on the people who serve our schools and colleges -- 1969-70 -- as required by the Education Professions Development Act. U.S. Department of Health, Education and Welfare, Office of Education, Washington, U.S. Govt. Print. Off., September 1970: Chapter 4.

The focus of this chapter appears to concern the "extent to which the staffing patterns and arrangements in schools which enroll Mexican-American children contribute to or alleviate the educational difficulties of these children". The chapter asserts that "teachers and other professionals in Mexican-American schools are generally of poorer quality than those in predominately Anglo schools".

Stevens, Leonard B. School decentralization v. racial integration. Education news, v. 3, August 5, 1968: 1; 14-16.

Summary of major points of a conference of school superintendents at Columbia Teachers College on pros and cons of decentralization.

Stimpson, Catharine R. Black culture/white teacher. Change, v. 2, May-June 1970: 35-40.

The difficulties faced by white students in understanding, and white teachers in teaching, about the black experience are described by the author.

Strickland, Stephen P. Can slum children learn? American education, v. 7, July 1971: 3-7.

A project in Milwaukee is described in which teachers help to prevent intellectual deficiency -- as opposed to curing or remedying it later, by introducing an array of positive factors in the children's early life, displacing factors that appear to be negative. The project involves intervention in the lives of the children from their first few weeks of life. The project, the author concludes, warrants attention for the data indicate there may be hope that mental retardation of the kind that occurs in children whose parents are poor and of poor ability can be prevented.

Study reveals compensatory successes. Washington monitor, Education U.S.A., March 24, 1969: p. 168.

Study, conducted by American Institutes for Research in the Behavioral Sciences, points to 20 projects which have "produced significant achievement" among deprived children. Article summarizes two of the projects. Most of the 20 were financed under Title I of the Elementary and Secondary Education Act.

Sullivan, Neil V., and Daniel K. Freudenthal. Planning for equality of oppprtunity. Compact, v. 3, February 1969: 26-28.

The Coleman Report is discussed and experiments in desegregation taking place in Berkeley, California are described. Wide-ranging changes in outlook are required, according to the authors, and there must continue to be a search for "comprehensive solutions to educational-social problems".

Swanson, Bert E., Edith Cortin, and Eleanor Main. Parents in search of community influence in the public schools. Education and urban society, v. 1, August, 1969: 383-403.

Authors present a "survey of parental attitudes toward local schools, educational leaders, capacity for influencing educational decisions, and school reform". They also compare Negro and white responses to questions assessing local schools.

Tamblyn, Lewis R. Rural education in the United States. Washington, Rural Education Association, 1971. 36 p.

This pamphlet discusses various aspects of rural education: rural poverty, urban and rural relationship, educational offerings in rural schools, innovations, and recommendations for the '70's.

Teacher retraining plan in school mixing backed. Times picayune, May 13, 1969.

"The Public Affairs Research Council released a report showing that persons attending its recent regional conferences on improving equality during school desegregation felt that 'the first order of business is to provide a massive retraining program for present teachers'." Other recommendations by the PAR conferees included: desegregation by local school boards, revision of college teacher training, preschool for the disadvantaged, parental involvement, innovative programs, and compensatory programs for all who lag at all grade levels.

Three programs for needy students. American education, v. 7, March 1971: 31-32.

The U.S. Office of Education's three major programs to help increase educational opportunities for low income students are described, with tables of awards to States and black colleges for 1970-71.

Tinker, Irene. The underprepared college student. American education, v. 6, November 1970: 10-12.

Description of Federal City College's approach to teaching underprepared students with traditional methods.

Trent, William T. College compensatory programs for disadvantaged students. Washington, ERIC Clearinghouse on higher education, September 1970. 15 p.

Report reviews the general features, problems and implications of special programs and summarizes the components of existing programs for disadvantaged students at 18 colleges and universities.

The turn from "integration". U.S. news and world report. v. 68, March 9, 1970: 29-31.

"A dramatic change in the school fight is emerging. After years of trying to force integration, many people have decided it won't work. So the trend now is toward a different answer." The idea expressed by this article is that "more good can be accomplished by improving the schools that Negroes attend than by trying to change the racial composition of those schools".

Turnbull, William W. Conference on educational accountability. Princeton, Educational Testing service, 1971. 62 p.

Mr. Turnbull, as chairman of the conference, prefaced its meeting with comments on the need to know more about accountability and the value of the contributors' thoughts toward the development and implementation of "accountability programs of integrity and merit".

United Nations Educational, Scientific and Cultural Organization. Meeting of experts on educational methods designed to combat racial prejudice. Paris, Unesco house, June 24-28, 1968. 58 p.

The meeting was held in order that experts could prepare a report presenting recommendations and practical suggestions to teachers, educational authorities and organizations on educational methods to combat racial prejudice. Report contains statements prepared by participants and transmitted to the meeting.

U.S. Congress. House. Committee on Education and Labor. Emergency school aid act. Hearings before the General Subcommittee on Education, 92nd Congress, 1st sess., Washington, U.S. Govt. Print. Off., 1971. Hearings held March 15 and 16, 1971. 231 p.

Statements and testimony were presented from various Members of Congress and representatives of the field of education on the subject of HR2266, HR4847 and other related bills concerning the elimination, reduction, or prevention of racial isolation in schools.

U.S. Congress. House. Committee on Education and Labor. Emergency school aid act of 1970. Hearings before the General Subcommittee on Education, 91st Congress, 2nd sess., Washington, U.S. Govt. Print. Off., 1970. Hearings held June 8, 15, 17, 18, 24, 25, 29, 30; July 1, 6, 7, 8, 16; and September 23, 1970. 995 p.

Statements in regard to H.R. 17846 and related bills to assist school districts to meet special problems incident to desegregation in elementary and secondary schools are presented.

----- ----- ----- Needs of elementary and secondary education for the seventies, a compendium of policy papers compiled by the General Subcommittee on Education. 91st Congress, 1st sess., Washington, U.S. Govt. Print. Off., 1970. 982 p.

Discusses various educational requirements for the decade, predictions of issues and suggestions for alternatives. Includes such topics as motivation and social components in compensatory education, quality of American education, educational needs for deprived children in the 1970's, and poverty vs. equality of opportunity.

----- Senate. Committee on Labor and Public Welfare. Emergency school aid, 1971. Hearings before the Subcommittee on Education, 92nd Congress, 1st sess., Washington, U.S. Govt. Print. Off., 1971. Hearings held February 10, 25, 26; March 12, 17, and 18, 1971. 786 p.

Witnesses gave testimony and articles were submitted on the subjects of two bills, S. 195 and S. 683, to assist school districts in desegregating and to provide for the establishment and maintenance of quality integrated education.

U.S. Congress. Senate. Committee on Labor and Public Welfare. Emergency school aid act of 1970. Hearings before the Subcommittee on education, 91st Congress, 2nd sess., Washington, U.S. Govt. Print. Off., 1970. Hearings held June 9, 24, 30; July 10; August 11 and 27, 1970. 609 p.

Testimony, statements and additional information on two Senate bills, S. 3883 and S. 4167 which would provide financial assistance to improve education in racially impacted areas and to enforce the guarantees of the Fourteenth Amendment with respect to desegregating public schools.

------ Select Committee on Equal Educational Opportunity. Equal educational opportunity. Hearings before the Select Committee on Equal Educational Opportunity, 91st Congress, 2nd sess. and 92nd Congress, 1st sess., Washington, U.S. Govt. Print. Off., 1970 and 1971. Hearings held throughout 1970 and 1971. Parts 1A and B, 2, 4, 6, 8, 12, and 15.

The Parts cited deal respectively with equality of educational opportunity in general, Mexican-American education, racial imbalance in urban schools, equal educational opportunity for Puerto Rican children, compensatory education and other alternatives in urban schools, and education in rural America.

U.S. Office of Education. The education professions: an annual report on the people who serve our schools and colleges -- 1969-70 -- as required by the Education Professions Development Act. Washington, U.S. Govt. Print. Off., OE-58032-70, September 1970: 84 p.

Three chapters of this report deal in some way with the disadvantaged: teachers in poverty schools, statistics on poverty schools, and the staffing of schools serving Mexican-Americans.

U.S. Office of Education. School and home program; Flint, Michigan. One of a series of successful compensatory education programs. Washington, U.S. Govt. Print. Off., OE-37023, 1969. 12 p.

Description of a project which researchers report significantly improved the educational attainment of the disadvantaged children involved. This project was designed to raise the academic level of underachieving elementary school children by involving parents in the daily reading exercises and study habits of their children.

----- School-Community relations and educational change. Washington, U.S. Govt. Print. Off., 1970. 52 p.

Describes case studies and analyzes such issues as school segregation in the North, working toward racial balance in city schools, achieving racial balance in a Southern school, open enrollment, and the lessening of racial conflict through community effort.

Vail, Edward O. But not our children. Phi Delta Kappan, v. 52, November 1970: 159-161.

The author criticizes the control publishing houses appear to have on the books used to teach reading in the primary grades. The problems we seem to be facing in teaching teachers how to teach reading are also discussed.

Van Breems, Arlene. Mexican heritage added to classroom. Los Angeles times, August 10, 1969. In remarks in the Senate of George Murphy. Congressional record [daily ed.] v. 115, October 8, 1969: S12196-12197.

Article discusses the Teacher Corps program of Tulare County, California, in which teacher interns work with Mexican-American children and stress values of Mexican heritage and culture.

Vazquez, Hector I. Puerto Rican Americans. National elementary principal, v. 50, November 1970: 65-71.

The author contends that solutions to the educational problems of the blacks and Puerto Ricans cannot be the same due to unique cultural and linguistic differences. The article summarizes the background of the education of Puerto Ricans, the school situation and community involvement, and concludes with specific recommendations.

Voyat, Gilbert. I.Q.: God-given or man-made? Saturday review, v. 52, May 17, 1969: 73-75 ; 86-87.

Description of current debate over Jensen's theory and criticisms of it by other professionals in the field, and the effects of debate on educational development and I.Q. testing.

Wade, Serena E. Media and the disadvantaged: a review of the literature. Commissioned by the ERIC Information Retrieval Center on the Disadvantaged, Teachers College, Columbia University, March 1969. 24 p.

This selective review includes books, journal articles, and reports primarily since 1966. "This review of literature and bibliography on the uses of media to help the disadvantaged will state propositions that seem to be supported by at least some data. Such a format is perhaps premature, but we would like to try the approach to indicate, if nothing else, where more work needs to be done."

Weber, George. Inner-city children can be taught to read: four successful schools. Council for Basic Education, Occasional papers number eighteen, October 1971. 35 p.

The author discusses four inner-city schools which were "found to be notably successful in teaching beginning reading". He concludes that "there are at least eight factors common to the four successful schools that are usually not present in unsuccessful inner-city schools".

Westby-Gibson, Dorothy. Art education for the disadvantaged child: new perspectives for art education, teaching the disadvantaged. Art education, v. 21, November 1968: 22-24.

The author believes that new perspectives must be found by educators in "new socio-cultural understanding, sensitivity and respect, and teaching behaviors appropriate for art educators working with the disadvantaged". Hopefully, more effective programs in art education for all students would emerge.

Wilcox, Preston. Integration or separatism in education: K-12. Integrated education, v. 8, January/February, 1970: 23-32.

The author believes that "the most basic reason why blacks are increasingly rejecting 'integrated education' is that such education is incapacitating in terms of understanding and alleviating the black condition". Also discusses aspects of one black control school movement and new educational forms.

Willie, Charles V. New perspectives in school-community relations. Journal of Negro education, v. 37, Summer, 1968: 220-226.

Comments on efforts to deal with school-community problems as educational issues only. Discusses public school integration and states that "Negro education and Negro segregation and Negro discrimination are all rolled up together, making it impossible to deal with one without dealing with the others".

Wilson, Susan N., and Elizabeth W. Moulton. The Unfair tests. New York times, September 18, 1971. p. 29.

Article is critical of the Metropolitan Achievement Tests in Reading which, the authors claim, are "patently unsuitable for children raised in East Harlem".

Woodward, C. Vann. The hidden sources of Negro history. Saturday review, v. 52, January 18, 1969: 18-22.

A discussion of various historical sources of information on the role of the Negro in American history is offered by the author.

Young, Whitney M., jr. Minorities and community control of the schools. Journal of Negro education, v. 38, Summer, 1969: 285-290.

Author says that the cry of ghetto parents has changed from "integration to community participation, decentralization to community control". Discusses various approaches to local control of schools, urban fiscal problems, and qualified teachers.

Yudof, Mark G. Community participation in the Title I decision-making process. Inequality in education, NOS. 3 and 4, 1970: 35-36.

The author states that "parental and community involvement in Title I decision-making process is vital to the success of the program". Although the Act itself does not require parental involvement in Title I, the author believes that such participation would not only result in an improved program but also in a more concerned and interested community.